BETHEL-HANBERRY ELEMENTARY 125 Boney Road Blythewood, SC 29016 PK-5 Elementary School GRADES 871 Students ENROLLMENT Felix Figueroa 803-691-6880 PRINCIPAL SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236 William McCracken 803-469-8536 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 29 31 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: YES This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003 2004	Good	Unsatisfactory	Yes

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

Our School

Elementary Schools with Students like Ours





Mathematics

English/Language Arts

Mathematics

the local board policy determines progress to the next grade level

English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan;

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND FARENTS							
	Teachers	Students	Parents				
Number of surveys returned	53	130	84				
Percent satisfied with learning environment	92.5%	87.6%	90.2%				
Percent satisfied with social and physical environment	96.2%	82.9%	72.6%				
Percent satisfied with home-school relations	98.1%	85.3%	84.5%				

PACT PERFORMANCE	BY GR							ciertand ciertandes
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All students	454	100.0	17.5	36.8	42.0	3.6	45.7	17.6
Gender	434	100.0	17.3	30.0	42.0	3.0	43.7	17.0
Male	234	100.0	20.4	38.0	39.4	2.3	41.6	17.6
Female	220	100.0	14.2	35.8	45.0	5.0	50.0	17.6
Racial/Ethnic Group	220	100.0	17.2	00.0	40.0	0.0	00.0	17.0
White	295	100.0	13.2	32.4	49.8	4.5	54.4	17.6
African-American	154	100.0	24.5	46.9	26.5	2.0	28.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status	14//	0.0	. 4// 3	. 1// 1	. 1// (. 1// (. 1// 1	77.0
Not disabled	396	100.0	12.5	37.9	45.5	4.2	49.6	17.6
Disabled	58	100.0	52.7	29.1	18.2	N/A	18.2	17.6
Migrant Status			<u></u>			,		
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	454	100.0	17.1	37.0	42.2	3.7	45.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	452	100.0	17.2	36.8	42.3	3.7	46.0	17.6
Socio-Economic Status								
Subsidized meals	145	100.0	30.8	43.4	25.2	0.7	25.9	17.6
Full-pay meals	308	100.0	10.8	33.8	50.3	5.1	55.4	17.6
					matics			
All students	454	100.0	11.4	44.5	25.2	18.9	44.1	15.5
Gender								
Male	234	100.0	11.3	47.1	23.1	18.6	41.6	15.5
Female	220	100.0	11.0	42.2	27.5	19.3	46.8	15.5
Racial/Ethnic Group		100.0	0.0	20.7	20.5	20.0	50.0	45.5
White African-American	295	100.0	8.0	38.7	26.5	26.8	53.3	15.5
	154	100.0	17.7	55.8	23.8	2.7	26.5	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Not disabled	206	100.0	8.6	43.4	27.5	20.5	48.1	15.5
Disabled	396	100.0	30.9	52.7	9.1	20.5	16.4	15.5
Migrant Status	58	100.0	30.9	52.7	9.1	7.3	10.4	15.5
Migrant Status	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	454	100.0	11.2	44.5	25.3	18.9	44.3	15.5
English Proficiency	404	100.0	11.4	77.0	20.0	10.0	77.0	10.0
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	452	100.0	11.2	44.4	25.4	19.0	44.4	15.5
Socio-Economic Status	402	100.0	11.4	77.7	20.4	19.0	77.7	10.0
Subsidized meals	145	100.0	19.6	53.8	21.7	4.9	26.6	15.5
Full pay mode	000	100.0	7.4	40.0	27.0	25.7	50.7	45.5

Abbreviations for Missing Data

100.0

Full-pay meals

40.2

25.7

PACT PERFORMANCE BY GRADE LEVEL

PAC	PACT PERFORMANCE BY GRADE LEVEL									
		Etrolit	ent lesting	lested ale Br	alow Basic	, sic	Proficient olo	Advanced Advanced	ijent and ced	
		Enroll	ent 1st ing	olo Be	3/04	/	9/0	AC 0/0 Profit	Advic	
				English	n/Languaç	ge Arts				
	Grade 3	153	N/A	12.0	29.3	52.7	6.0	58.7		
	Grade 4	135	N/A	14.9	38.1	38.8	8.2	47.0		
2	Grade 5	123	N/A	21.3	40.2	33.6	4.9	38.5		
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 3	144	100.0	16.7	34.1	44.9	4.3	49.3		
	Grade 4	174	100.0	16.7	38.1	41.1	4.2	45.2		
2003	Grade 5	136	100.0	19.4	38.1	40.3	2.2	42.5		
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

				Ma	athematic	s		
	Grade 3	153	N/A	17.3	41.3	27.3	14.0	41.3
	Grade 4	135	N/A	11.2	26.9	29.9	32.1	61.9
2002	Grade 5	123	N/A	20.5	32.0	19.7	27.9	47.5
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
•	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 3	144	100.0	12.3	50.0	23.9	13.8	37.7
	Grade 4	174	100.0	9.5	40.5	25.0	25.0	50.0
2003	Grade 5	136	100.0	12.7	44.0	26.9	16.4	43.3
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 871)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.7%	Up from 0.2%	1.8%	2.4%
Attendance rate	95.7%	Down from 96.1%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	35.3%	Up from 35.0%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.4%	Up from 4.1%	6.8%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	51.8%	Down from 58.2%	53.7%	50.0%
Continuing contract teachers	92.9%	Up from 81.8%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	r 88.8%	Up from 88.3%	88.8%	86.2%
Teacher attendance rate	95.3%	Up from 92.5%	96.0%	95.3%
Average teacher salary	\$41,431	Up 1.1%	\$41,682	\$39,909
Prof. development days/teacher	7.4 days	Down from 10.7 days	10.1 days	11.4 days
School				
Principal's years at school	3.0	Up from 2.5	4.0	4.0
Student-teacher ratio	N/R	N/R	20.1 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 87.8%	91.1%	89.7%
Dollars spent per pupil*	\$5,746	Up 6.5%	\$5,354	\$5,892
Percent spent on teacher salaries*	68.3%	Down from 70.2%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
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Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We had another wonderful and productive year at Bethel-Hanberry Elementary. Our teachers and children have continued to be focused on the teaching and learning process while our school has under gone the construction activity of our renovation project. We have been able to move into portables and back into our building during phase one with minimum disruption. We are excited about our new enlarged cafeteria, tile hallways, carpeted classrooms, new restrooms, and expanded lighting.

Our school continues to have teachers achieve National Board Certification while our academic performance is recognized by the State Department of Education as having been excellent. Many of our students have also attained recognition of their writing success at the county and state level.

Our parents continue to demonstrate support for the efforts of the school by being involved in our PTO, SIC, and Education Foundation. The active involvement of our community helped ensure that Bethel-Hanberry Elementary has quality teaching and learning at the heart of methods in providing children with a meaningful school experience.

We anticipate that we have performed well on our annual assessments during 2002 - 2003 and look forward to a smaller school in the future as new elementary schools are completed in our district.

Dr. Felix Figueroa

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.